

Response to Intervention Summer Institute, 2011

Through inquiry and practical application, we will begin to identify the strategies most likely to be responsive to student needs. Strategies will include use of artifacts, identification of data necessary to develop components of a fluid schedule, and exploration of possibilities that enhance teaching and learning at the middle level.

The 3 R's of Scheduling: Rethink, Redesign, and Respond

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Based upon Analyzing Secondary Resources, Marilyn Crawford, PhD
TimeWise Schools, LC

Scheduling Workshop

Through inquiry and practical application, we will begin to ...

- Work with artifacts
- Gather data necessary to develop components of a fluid schedule
- Focus on process rather than product
- Analyze components of schedules
- Explore possibilities that enhance teaching and learning
- Examine different scheduling strategies implemented by others
- Identify the strategies most likely to be responsive to student needs

- “Teaching is very much a factor of the conditions that enable or disable effective teaching. Context has the greatest power in inhibiting good teaching, or in freeing good teaching. No, context alone does not make a poor teacher better, but context can stop good teachers from doing their best to educate all students.”

Updraft-Downdraft, pp 14-15₄

RETHINK . . .

Examining Artifacts

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Artifacts

- Calendar
- Daily Schedule
- Enrollment
- Course Requirements
 - Staffing
 - Achievement
- Policy and Environment

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Artifacts: Calendar

How much annual time is available for teaching and learning?

- Total number student days per year
- Total number early release per year
- Total number of shortened days per year

Calculation

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Artifacts: Daily Schedule

How much daily time do you have for teaching and learning, and how is that time organized?

- School start and end times for teachers
- School start and end times for students
- Bell schedule (number of periods with start and end times) including homeroom, passing times between periods, lunch, recess, and any other scheduled periods of time
- Information on schedule's cycle (Block, 5-day rotation, 6-day rotation, et cetera)
- Class size information; total student contact information

Calculation

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Artifacts: Enrollment

What is your student enrollment?

- Total number of students enrolled in school by grade
- Total number/percent students in special education
- Total number/percent students in English as a Second Language
- Percent of students retained by grade level

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2010-11 Middle School Enrollment of 432 Students

Students = 432

- 6th - 147
- 7th - 137
- 8th - 148

Note: Enrollment figures include 48 special education students (21 in self-contained classroom, 19 inclusion, 6 gifted, and 2 other (?)) and 24 ESL students

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Artifacts: Course Requirements

- List of required courses per grade level
- Description of Special Programs; such as READ 180 is 90 minutes

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Artifacts: Staffing

What is your current staffing pattern?

- Staff roster with every position listed
- Assignment for each person (principal, English teacher, counselor, et cetera)
- Staff assignment for each teacher every period of the day including duties
- Certification and highly qualified information for each staff member

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Staffing: for example. . . 31 FTEs

- **Non-Teaching (3.5)**
 - 2 Administrator (1P, 1AP)
 - .5 Counselor
 - 1 Librarian
- **Teaching Core (18)**
 - 6 ELA
 - 6 Math
 - 3 Social Studies
 - 3 Science
- **Teaching Elective/Required (5.5)**
 - 3 PE
 - 1 Art
 - French
 - .5 Read 180/Journey
- **Special Education (4)**
 - 2 Resource/Inclusion
 - 2 Self-Contained

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Artifacts: Policy & Environment

What external forces influence teaching and learning?

- Union contract specifications and agreements related to allocating time and staff in schools
- Bulletin 741 Suggestions and Regulations
- Any other information essential to understanding pressures and limits
- Cafeteria seating capacity
- Number of current lunch zones/times

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Artifacts: Achievement

How well are your students doing?

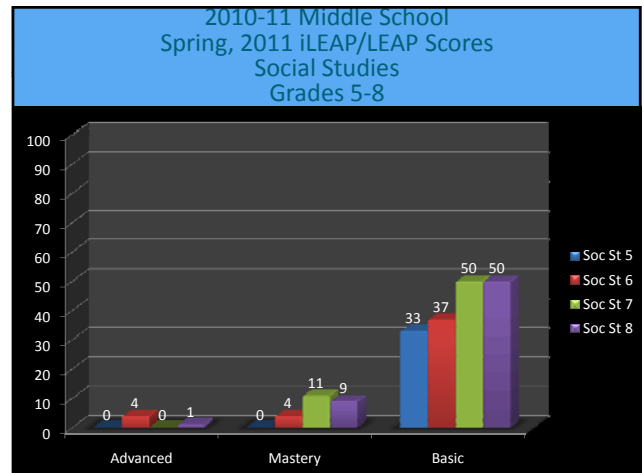
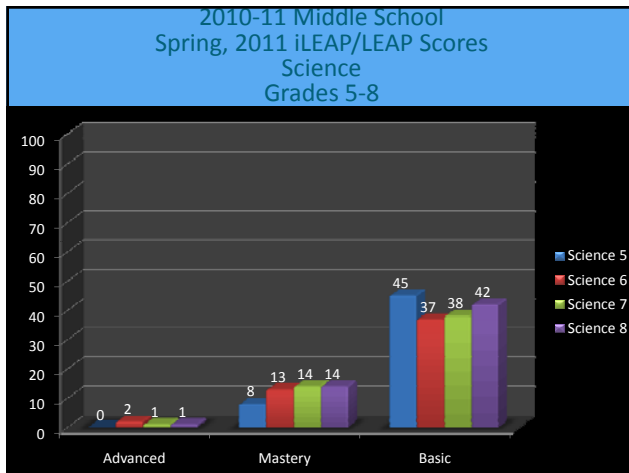
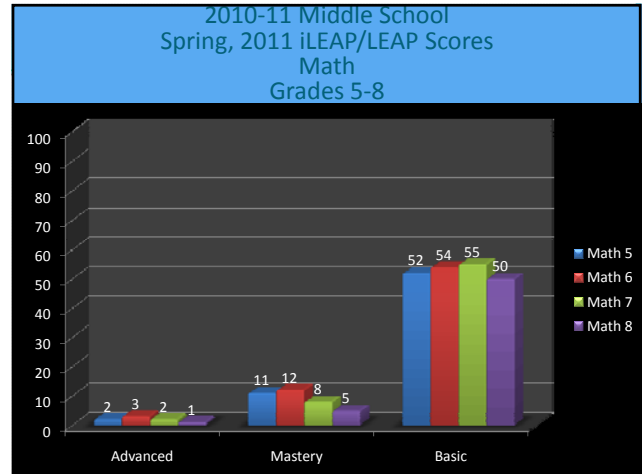
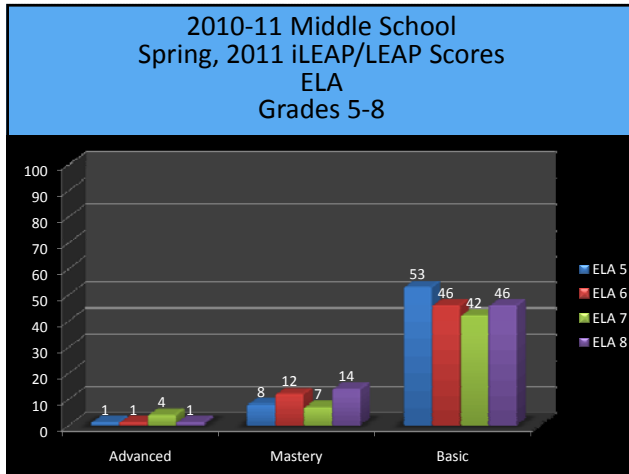
- LEAP SCORES
- iLEAP scores
- Data pertaining to Tier 2 and Tier 3 intervention needs

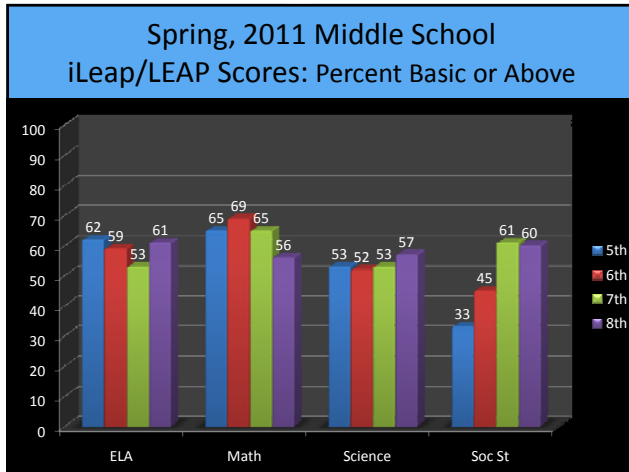
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Student Achievement

- Based on the results from the LEAP or iLEAP,

Achievement Levels	English Language Arts		Mathematics		Science		Social Studies	
	#	%	#	%	#	%	#	%
Advanced								
Mastery								
Basic								
Approaching Basic								
Unsatisfactory								





...or, what percent of students are scoring below the Basic Level in each Subject Tested?

	5 th Grade- iLEAP	6 th Grade- iLEAP	7 th Grade- iLEAP	8 th Grade- LEAP
ELA	38	41	47	39
MATH	35	31	35	44
SCIENCE	47	48	47	43
SOCIAL STUDIES	67	55	39	40

REDESIGN . . .

Utilizing Artifact Analyses:

Based on the artifact analysis, what are the conditions that enable or disable teaching and learning in your school?

Artifacts and Our Students' Needs

- Calendar – Are our annual hours/course sufficient?
- Daily Schedule – Is there any way to increase Total Instructional Time per Day?
- Course Requirements – Are we following *required* or *suggested*?
- Staffing – Are we utilizing our Full Time Employees to address students' needs?
- Policy & Environment – What restrictions/external forces are there?
- Achievement – What degree of intervention and to what percentage of the students do we need?

What is the Relationship
among
Time, Personnel, and Infrastructure?

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2010-11 Middle School: Current Time Schedule Sample

Sample 6th Grade Student Schedule

7:30-7:35	7:35-7:50	7:50-8:40	8:42-9:32	9:34-10:24	10:26-11:16	11:18-11:43	11:44-12:14	12:16-12:41	12:43-1:33	1:35-2:25	2:25-2:35
5 mins	15 mins	50 mins	50 mins	50 mins	50 mins	25 mins	30 mins	25 mins	50 mins	50 mins	10 mins
Unaccounted Time	Homeroom	PE	ELA	ELA	SS	Sci	Lunch	Sci	Math	Math	Unaccounted Time

That is... 6.25 days/year of
unaccounted time

2010-11 Middle School: Current Time Schedule Sample

Sample 7th Grade Student Schedule

7:30-7:35	7:35-7:50	7:50-8:40	8:42-9:32	9:34-10:24	10:26-11:16	11:18-11:48	11:51-12:41	12:43-1:33	1:35-2:25	2:25-2:35
5 mins	15 mins	50 mins	50 mins	50 mins	50 mins	30 mins	50 mins	50 mins	50 mins	10 mins
Unaccounted Time	Homeroom	ELA	ELA	PE	SS	Lunch	Sci	Math	Math	Unaccounted Time

That is... 6.25 days/year of
homeroom time

2010-11 Middle School: Current Time Schedule Sample

Sample 8th Grade Student Schedule

7:30-7:35	7:35-7:50	7:50-8:40	8:42-9:32	9:34-10:24	10:26-11:16	11:18-12:08	12:11-12:41	12:43-1:33	1:35-2:25	2:25-2:35
5 mins	15 mins	50 mins	50 mins	50 mins	50 mins	50 mins	30 mins	50 mins	50 mins	10 mins
Unaccounted Time	Homeroom	ELA	ELA	Math	Math	Science	Lunch	Social Studies	PE	Unaccounted Time

That is ... 12.5 days/year
available for instruction

Middle School 2010-11

Time Analysis

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Middle School: Time Analysis: Intensive Intervention

Course	Average Mins/Pd	Days/Yr	Mins/Yr	-10% Loss	Adjusted Mins	Hrs/Yr	7- Hour Days/Yr	Approx. % Instruct
ELA/Reading	100	175	17500	1750	15750	262.5	37.5	28.6%
Math/Intervention	100	175	17500	1750	15750	262.5	37.5	28.6%
Social Studies	50	175	8750	875	7875	131.25	18.75	14.3%
Science	50	175	8750	875	7875	131.25	18.75	14.3%
PE	50	175	8750	875	7875	131.25	18.75	14.3%
TOTAL INSTRUCTIONAL TIME	350 Minutes	175	61250			1020.8	145.8	100.1% (rounding)

Analysis represents a student needing intervention in reading and math

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2010-11 Middle School: School Experience per Year...

Where has the time gone?

1225 50-minute periods

- 37.50 school days of ELA
- 37.50 school days of Math
- 18.75 school days of Science
- 18.75 school days of Social Studies
- 18.75 school days of electives/other
- 12.50 school days of lunch
- 6.25 school days of passing from class (at 2 minutes each)
- 12.50 school days of homeroom & start/end time gaps

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Middle School: Time Analysis: No Intervention

Course	Average Mins/Pd	Days/Yr	Mins/Yr	-10% Loss	Adjusted Mins	Hrs/Yr	7- Hour Days/Yr	Approx. % Instruct
ELA	50	175	8750	875	7875	131.25	18.75	14.3%
Math	50	175	8750	875	7875	131.25	18.75	14.3%
Social Studies	50	175	8750	875	7875	131.25	18.75	14.3%
Science	50	175	8750	875	7875	131.25	18.75	14.3%
French	50	175	8750	875	7875	131.25	18.75	14.3%
Art	50	175	8750	875	7875	131.25	18.75	14.3%
PE	50	175	8750	875	7875	131.25	18.75	14.3%
TOTAL INSTRUCTIONAL TIME	350 Minutes	175	61250			1020.8	145.8	100.1% (rounding)

Analysis represents a student meeting or exceeding achievement standards.

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2010-11 Middle School:
School Experience per Year...
Where has the time gone?

1225 50-minute periods

- 18.75 school days of ELA
- 18.75 school days of Math
- 18.75 school days of Science
- 18.75 school days of Social Studies
- 56.25 school days of electives/other
- 12.50 school days of lunch
- 6.25 school days of passing from class (at 2 minutes each)
- 12.50 school days of homeroom & start/end time gaps

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2010-11 Middle School:
School's Quality of Time

- **Run-Time:** Minimal, controlled by schedule
- **Flexibility:** One teacher, one class
- **Collective Response Capacity:** Some, grade level teams

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The Bottom Line



**Learning is a function of time.
Not enough time? Not enough achievement.**
(Source: Dr. Marilyn Crawford-Context Counts;2004)

RESPOND . . .

Using the Artifacts and the Analyses,
what strategies can we apply to
create a more responsive schedule?

2010-11 Middle School

Introduction
To A Few
Scheduling Strategies

Natural Alignment of Courses +
Power of Two = Flexible Scheduling

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2010-11 Middle School: Natural Alignment of Courses

ELA	SS
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Math	Science
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There are courses of study that are naturally aligned making back-to-back scheduling the most sensible for teachers and students. For example, ELA is to SS as Math is to Science.

2010-11 Middle School: Power of Two

ELA	SS
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Or

Math	Science
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There is teacher empowerment in the power of two...easier integration of subject matter, greater likelihood professional conversations will occur, and opportunity for flexibility... because it only involves two people

2010-11 Middle School: Flexible Scheduling

ELA/SS	A	B
Math/Sci	B	A

Could be flexed into...

ELA/SS	A
Math/Sci	B

Collective response capacity occurs as teachers determine the purpose and time for flexing into larger blocks of time. For example, a 60-minute period could become a 120-minute block of intensive learning time.

2010-11 Middle School: Added to the Teaming Concept

ELA/SS	A	B
Math/Sci	B	A
ELA/SS	C	D
Math/Sci	D	C

Could be flexed into...

ELA/SS	A
Math/Sci	B
ELA/SS	C
Math/Sci	D

As the level of teacher empowerment builds, the capacity for flexing extends from the power of two to the product of four; with this comes an renewed excitement for innovation based on student needs. In addition to large blocks of time, students can be grouped and regrouped throughout the year according to their needs at that particular time.

2010-11 Middle School: How Good can it Get?

- Day 1 of School Year...(based on a 4 FTE teaching team @ 1:25)
 - Principal hands you a schedule that designates lunch slots and elective classes
 - Principal hands you a list of 100 students
 - Counselor hands you a packet containing data pertaining to the 100 students on your team
 - In-service is spent unpacking the data and getting to know your students
 - Designing the team's schedule
- For the next 177 days it is all about student needs, flexibility, accountability, and building a professional community devoted to meeting those needs

Bulletin 741: Middle School (4 - 6) Suggested or Required Minutes/Week

Subject	Suggested or Required Minutes per Week
ELA*	600
MATH	300
SOCIAL STUDIES	225
SCIENCE	225
Foreign Language**	150 (30 minutes daily)
PE Required	150 30 minutes of quality, moderate to vigorous, organized physical activity daily for all students (page 53)
Health, Music, Arts, Crafts**	150

Notes:

* English as a Second Language may be offered as a part of English Language Arts (page 54)

Students with specific needs, teachers may increase the weekly time in ELA or Math by reducing instructional time in other subjects, subject to review and approval of the principal (p. 54)

Grade 6 may adhere to the same schedule as grades 7 & 8 only in organizational patterns that include grades 7 & 8 (p. 54)

(Reference: Bulletin 741 (May, 2011), page 54)

Bulletin 741: Middle School (7 - 8) Suggested or Required Minutes/Week

Subject	Suggested or Required Minutes per Week
ELA	500 - 550 (depends on 7 pd or 6 pd schedule)
MATH	250 - 275 (depends on 7 pd or 6 pd schedule)
SOCIAL STUDIES	250 - 275 (depends on 7 pd or 6 pd schedule)
SCIENCE	250 - 275 (depends on 7 pd or 6 pd schedule)
Foreign Language*	150 (regardless of schedule)
PE Required *	150 (regardless of schedule)
Health, Music, Arts, Crafts*	125 - 250 (depends on 7 pd or 6 pd schedule)

*For students in grades 5 - 8 who have scored below the basic level on Leap 21 in ELA or MATH, the minimum time requirements in health, music, arts and crafts, or electives are suggested in lieu of required.

(Reference: Bulletin 741, May 2011, page 54)

2010-11 Middle School

Scenario

Create a varying period schedule with a focus on increasing collective response through common prep time, job-embedded professional development, and enrichment/intervention opportunities.

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2010-11 Middle School Overall Distribution of 30.5 FTEs

Designation	FTEs	Scenario	Consider	Result
Non-Teaching (1P, 1AP, 1 Librarian, .5 Counselor)	3.5	3.5	Pulling in Librarian for 8 th Gd enrichment pd	Could offer students research-based writing enrichment
Core (6 ELA, 6 Math, 3 Science, 3 SS)	18.0	16.0	4 FTE on 8 th Gd teaching 6 core	2 sections in elective/interv/pd
Non-Core (1 Reading, 2 PE/Health, 1 Art, 1 French)	5.0	7.0	Moved 2 FTE from Core to Intervention	Reading & Math interventionist attached to 8 th Gd
Special Education (2 self-cont, 2 Inclusion)	4.0	4.0	No change	Remains the same
ParaProfessionals (information not given)	?	?	?	?

2010-11 Middle School

Scenario

6th Grade

(6 FTE Teaching Teams – Quad & Dyad)

Focus collective response capacity, 128 minute block available for meeting students' intervention and/or elective needs, common prep by team, and PD

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2010-11 MS - Scenario: 6th Grade Configuration

6 th Gr. 150 students	Period 1 66 7:30 - 8:36	Period 2 64 8:38 - 9:42	Period 3 64 9:44 - 10:48	Period 4 64 10:50-11:54	Lunch 25 11:56-12:21	Period 5 64 12:23-1:27	Period 6 66 1:29-2:35
6 FTEs 1:25	Core	Core	Core	Core	Lunch	Elec/Inter	Elec/Inter/Pr ep
ELA	A	B	C	D	LUNCH	All 'Hands' on Deck for Intervention and/or Enrichment	Common Prep
SS	B	A	D	C			
Math	C	D	A	B			
Science	D	C	B	A			
ELA/SS	E		F				
MATH/SCI	F		E				

Natural Alignment of Courses

The Power of Two

Flexible Run Time

Double Dose of Reading and Math or 4 32-minute electives (based on achievement)

Bulletin 741: 45 prep/day or weekly equivalent $5 \times 86 = 430$ which is 205 minutes greater than suggested could offer PD two-three times/week.

2010-11 Middle School

Scenario

7th Grade

(6 FTE Teaching Teams – Quad & Dyad)

Focus collective response capacity, 128 minute block available for meeting students' intervention and/or elective needs, common prep by team, and PD

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2010-11 MS - Scenario:
7th Grade Configuration

7 th Gr. 147 Students	Period 1 66 7:30 - 8:36	Period 2 64 8:38 - 9:42	Period 3 64 9:44 - 10:48	Lunch 25 10:50-11:15	Period 4 55 11:17-12:21	Period 5 64 12:23-1:27	Period 6 66 1:29-2:35
6 FTEs 1:25	Core	Core	Elec/Interv	Lunch	Elec/Prep	Core	Core
ELA	A	B	All "Hands" on Deck for Intervention and/or Enrichment	Lunch	Common Prep PD 2 or 3 times/wk	C	D
SS	B	A				D	C
Math	C	D				A	B
Science	D	C				B	A
ELA/SS	E		Students regrouped based on need	Lunch	Common Prep PD 2 or 3 times/wk	F	
Math/sci	F					E	

Natural Alignment of Courses

The Power of Two

Flexible Run Time

Double Dose (60) Reading and Math (30) or 4 32-minute electives possible (based on achievement)

Bulletin 741: 45 prep/day or weekly equivalent $5 * 86 = 430$ which is 205 minutes greater than suggested could offer PD two-three times/week.

2010-11 Middle School

Scenario

8th Grade

(4 FTE Teaching Team – 6 out of 7 core)

Focus intense intervention, 55 minute core and 110 minutes intervention in ELA or Math, 55 minute PD two times/week, subject aligned prep three times/week

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2010-11 MS - Scenario:
8th Grade Configuration

8 th Gr. 137 Students	Period 1 55 7:30 - 8:25	Period 2 55 8:27 - 9:22	Period 3 55 9:24 - 10:19	Period 4 55 10:21-11:16	Lunch 25 11:18-11:43	Period 5 55 11:45-12:40	Period 6 55 12:42-1:37	Period 7 56 1:39-2:35
6 Sections 4 FTEs 1:23	Core/Elect Prep	Core/Elect Prep	Core/Elect	Core/Elect	Lunch	Core/Elect	Core/Elect	Core/Elect
ELA	Prep	A	B	C	LUNCH	D	E	F
SS	Prep	B	A	D		C	F	E
Math	C	Prep	D	E		F	A	B
Science	D	Prep	C	F		E	B	A
Read 180	Read 180	Prep	Read	Read	LUNCH	180	Read 180	
Math Interv	Math Interv	Prep	Math	Math		Interv	Math Interv	
Regroupings	A,B,E,F	C,D,E,F	E,F	A,B		A,B	C,D	C,D

Double Dose Reading or Math (110-mins) or Double Dose Reading (110-mins) and (55-min Math) or 2 Electives External to Core Team (based on achievement)

Natural Alignment of Courses

The Power of Two

Flexible Run Time

Bulletin 741: 45 prep/day or weekly equivalent $5 * 75 = 430$ which is 150 minutes greater than suggested, could offer PD two times/week.

2010-11 Middle School

Scenario

Master Schedule

Dual base-schedule driven by intervention programs, Grade-based teams, Common team-based preps, Job-embedded professional development using 'banking system'

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6 th Gr. 150 students	Period 1 66 7:30 - 8:36	Period 2 64 8:38 - 9:42	Period 3 64 9:44 - 10:48	Period 4 64 10:50-11:54	Lunch 25 11:56-12:21	Period 5 64 12:23-1:27	Period 6 66 1:29-2:35	
	6 FTEs 1.25	Core	Core	Core	Lunch	Elec/Inter	Elec/Inter/Prep	
7 th Gr. 147 Students	Period 1 66 7:30 - 8:36	Period 2 64 8:38 - 9:42	Period 3 64 9:44 - 10:48	Lunch 25 10:50-11:15	Period 4 55 11:17-12:21	Period 5 64 12:23-1:27	Period 6 66 1:29-2:35	
	6 FTEs 1.25	Core	Core	Elec/Interv	Lunch	Elec/Prep	Core	
8 th Gr. 137 Students	Period 1 55 7:30 - 8:25	Period 2 55 8:27 - 9:22	Period 3 55 9:24 - 10:19	Period 4 55 10:21-11:16	Lunch 25 11:18-11:43	Period 5 55 11:45-12:40	Period 6 55 12:42-1:37	Period 7 56 1:39-2:35
	6 Sections 4 FTEs 1.23	Core/Elect Prep	Core/Elect Prep	Core/Elect	Core/Elect	Lunch	Core/Elec	Core/Elec
Reading Journey	7:30-8:36 Class Sup	8:38-9:42 Prep	9:44-10:48 Journey	10:50-11:15 Lunch	11:17-12:21 Journey	12:23-1:27 Journey	1:29-2:35 Journey	
French	7:30-8:25 Prep	8:27-9:22 French	9:44-10:48 French	10:50-11:15 Lunch	11:17-12:21 French	12:23-1:27 French	1:29-2:01 French	2:03-2:35 French
Art	7:30-8:25 Art	8:27-9:22 Prep/Lunch	9:44-10:48 Art	10:50-11:15 Lunch Duty	11:17-12:21 Art/Duty	12:23-1:27 Art	1:29-2:01 Art	2:03-2:35 Art
PE	7:30-8:25 PE	8:27-9:22 PE	9:24-10:19 PE	10:21-11:16 Enrichment	11:17-12:21 PE	12:21-1:29 Lunch/Prep	1:29-2:01 PE	2:03-2:35 PE
PE	7:30-8:25 PE	8:27-9:22 PE	9:24-10:19 Enrichment	10:21-11:16 Enrichment	11:17-12:21 PE	11:21-1:29 Lunch/Prep	1:29-2:01 PE	2:03-2:35 PE
Read 180	7:30-9:22 Read 180	9:24-10:19 Prep	9:24-10:19 Prep	Read 180	Lunch	Read 180	12:42-2:35 Read 180	
Math Interv	7:30-9:22 Math Interv			Math Interv		Math Interv	12:42-2:35 Math Interv	
Librarian						11:45-12:40		

2010-11 Middle School

Scenario

Intervention & Enrichment

'Pull-in' non-teaching staff to decrease base class size and address intervention OR enrichment needs

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2010-11 MS - Scenario: 6th Gd -Sample Intervention Schedule

'Pull-in Staff'	Period 5 (64 or 32/32) 12:23-1:27	Period 6 (66 or 32/34) 1:29-2:35	Intervention
Asst. Principal	Intervention	Intervention	<ul style="list-style-type: none"> •By utilizing available resources the average class size in intervention could be about 10. •Could split one 64-minute period into two 32-minute periods affording students who have the greatest deficits 64 minutes of reading intervention, 32 minutes of math intervention, and 32 minute of PE in addition to their 4 core.
Librarian	NA	Intervention	
3 ELA/SS	Intervention	NA	
3 Math/Sci	Intervention	NA	
2 Special Ed	Intervention	Intervention	
Reading	Journey	Journey	
2 French/Art	French/Art	French/Art	
2 PE	NA	PE (split period)	

2010-11 Middle School Scenario 2: A Few Advantages

- **Common Planning** for each team of teachers. This time could be used to plan lessons, discuss team operation and students achievement, or to unpack data. The purpose should be to build professional communities.
- **Professional Development** embedded within the school day (55-64 minutes twice a week...could be Tuesday & Thursday).
- **Power of Two and Flexible Run Time** provides the option of extending blocks of times to accomplish lessons that exceed 56 minutes without the need to involve anyone outside of the team.
- **Double Dosing** available to students in varying degrees of intensity and frequency. For example, a student in Tier III status could receive 98 minutes of literacy intervention daily in addition to 66 minutes of ELA.
- **Greater Personalization** could be achieved in a 2 or 3 year loop provided teacher meet certification and/or highly qualified requirements.
- **Adolescent Reading Course** 1st 60-minute period of day for all Middle School Students using a pull-in strategy to decrease base class size.
- **Intervention** is in addition to core subjects, no pull-out services needed for Read 180. All students receive instruction in the 4 core subjects.

2010-11 MS - Scenario: A Few Disadvantages

- One Read 180 block is split by lunch.
- Inequitable prep period 6th & 7th grade teachers receive about a 64 minute prep, whereas 8th grade teachers receive about a 55 minute prep.
- Politics involved in including 20 minutes in AM/PM as prep to ensure adequate 'banked' minutes for job-embedded professional development.
- Did not have Tier II & Tier III data to determine more precise level of intervention need.
- Amount of movement for 6th and 7th grades during 32 minute elective/intervention periods.

2010-11 MS - Scenario: A Few Consideration

- Teachers loop through middle years with students.
- Rather than underutilize the reading FTE 1st period, he/she could service self-contained special education students or provide classroom level support for the ELA teachers on the 6th & 7th grade teams.
- Train teacher leaders to facilitate their own grade-based study groups.
- Encourage elective teachers to utilize the flex schedule when possible.
- Shifting one of the three interventionist to an academic coaching position.
- Opportunity exists for teachers to incorporate a section rotation so PM subjects are offered during the AM which is the students' prime learning time.

• Appendix

A Few Strategies used to Improve Response Capacity . . .

- Coaches
- Reading courses
- Double-dose courses
- Freshman seminar/advisory periods
- Common planning time
- Professional development – ongoing & embedded into school day
- Flexible run-times
- Personalization via teams, academies, and/or looping

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How much **MAXIMUM** annual time per course do you have at your school?

For example...

Annual Minutes (50 Minutes) (175 Days)	Annual Hours (Divide Annual Minutes by 60)	Annual School Days (6.5-hour days)	Annual Work Days (8-hour days)
8750 mins.	145.8 hrs.	22.4 days	18.2 days

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How much **ACTUAL** annual time per course do you have at your school?

For example...

Annual Minutes (50 Min.) (175 Days) (less 20%)	Annual Hours (Divide Annual Minutes by 60)	Annual School Days (6.5 hour days)	Annual Work Days (8-hour days)
7000 mins.	116.7 hrs.	17.9 days	14.6 days

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One period: Is it enough?

- 50 Minutes/Day
- 175 Days/Year
- 8,750 minutes/Year
- 145.8 Hours/Year
- 22.4 School Days/Year (at 6.5 hrs/day)
 - - 20% Estimated Loss (10% School, 10% Class)
- **17.9 Real School Days**

(return)

64

Example of Time Allocation in an 8 period schedule

- Start: 7:30 End: 2:35
- Total Time: 425 minutes
- 425 - 30 (lunch) = 395
- 395 - 15 (passing) = 380
- 380 - 30 Homeroom & Buses = 350
- Total Instructional Time: **350** minutes
- 350/7 periods = **50** minutes per period

(return)
65

Middle School:

Impact of FTEs & Scheduling Options on Class Size

Maximum # FTE	List of FTE NOT Teaching	Base Class Size			
		7 out of 8	5 out of 6	5 out of 7	6 out of 7
31	Everyone Teaches	15.93	16.79	19.63	16.20
30	Principal	16.46	17.35	20.28	16.74
29	Asst Principal	17.02	17.95	20.98	17.32
28	Librarian	17.63	18.59	21.73	17.94
27	Special Ed - Inclusion	18.29	19.28	22.54	18.60
26	Special Ed - Inclusion	18.99	20.02	23.40	19.32
25	Special Ed - Self-Cont.	19.75	20.82	24.34	20.09
24	Special Ed - Self-Cont.	20.57	21.69	25.35	20.93

Inflated base class size, includes 21 self-contained special education students

Avg.
Class
Size

2010-11 Middle School: Impact of Base Class Size on FTEs

# Students	Class Size	Sections	7 out of 8	6 out of 7	5 out of 6
			FTEs Needed	FTEs Needed	FTEs Needed
432	33	13	15.0	15.3	15.7
432	32	14	15.4	15.8	16.2
432	31	14	15.9	16.3	16.7
432	30	14	16.5	16.8	17.3
432	29	15	17.0	17.4	17.9
432	28	15	17.6	18.0	18.5
432	27	16	18.3	18.7	19.2
432	26	17	19.0	19.4	19.9
432	25	17	19.7	20.2	20.7
432	24	18	20.6	21.0	21.6
432	23	19	21.5	21.9	22.5
432	22	20	22.4	22.9	23.6
432	21	21	23.5	24.0	24.7
432	20	22	24.7	25.2	25.9
432	19	23	26.0	26.5	27.3
432	18	24	27.4	28.0	28.8
Percent of Teaching Time			87.5%	85.7%	83.3%
					71.4%

Increasing
base class
size by 3
students
saves about
2 FTEs